



# Windmill Hill Primary School

## Spring Term 2020 Curriculum Plan

Year R

<b>Communication and Language</b>	<p>This term, we will continue to develop the children's listening and attention skills, but will also focus on developing the children's ability to speak in sentences and their range of vocabulary. When listening to our 'Super Six' stories, we will ask key questions to develop the children's understanding. We will continue to use our nature study to help develop the children's vocabulary and encouraging them to talk about Winter. More children will take part in 'Talk Boost' intervention. We will continue to use the games from this intervention as a whole class to develop communication skills.</p>
<b>Literacy</b>	<p>This term, we will be exploring our next set of 'Super Six' stories including, 'Lost and Found' by Oliver Jeffers and Mr Wolf's 'Pancakes' by Jan Fearnley. We will use these stories to encourage the children to attempt writing for different purposes. Examples of our tasks include making a 'lost' poster for a penguin or a list of what Mr Wolf will need to make his pancakes.</p> <p>During the second half of this term, we use the 'Talk for Writing' process to learn two traditional tales and then innovate the stories to make them our own. In phonics we will continue to revisit phases one and two while learning new phonemes in phase three.</p> <p>Through the 'Penpals' handwriting scheme, we will continue to form shapes and patterns that will help us to improve our letter formation. The children continue to practise writing their names and begin to learn how to write their surnames.</p>
<b>Mathematics</b>	<p>This term, we will continue to teach and learn mathematics in phases:</p> <p><b>Phase 4 - Alive in 5!</b> - During this phase, we will be introducing the digit zero to the children and comparing numbers to 5. We will look at the composition of 4 and 5 using number rhymes and familiar toys. We will also compare mass and capacity using every day objects.</p> <p><b>Phase 5 - Growing 6,7 &amp; 8</b> - During this phase, we will recognise, compare and compose the numbers 6,7 and 8. We will build on previous knowledge of pairs and arrange small quantities in to pairs. We will begin to combine two groups to find out how many altogether and will describe and compare length and height. We will begin to recognise that regular events happen on the same day each week and use the vocabulary 'yesterday', 'today' and 'tomorrow' to describe when events happen.</p>

	<p><b>Phase 6 -Building 9 &amp;10</b> - During this phase, the children will recognise, compare and compose numbers 9 and 10. As our sense of number develops so does our knowledge of where each number sits in relation to other numbers. We will understand that when making comparisons a set can have more items, fewer items or the same number of items as another set. We will use real objects to explore number bonds to 10. We will be introduced to the names of 3d shapes and be given opportunities to explore similarities and differences between them as we play and sort them according to what we notice. We will build on our previous knowledge of pattern by introducing more complex patterns.</p>
<p><b>Understanding the World</b></p>	<p><b>The World</b> - By immersing the children in different stories, we have the opportunity to develop their understanding of the world around them in many ways. For example, through our 'Lost and Found' story, we will be finding out about penguins and where they come from and we will be investigating ice. Through reading 'Mr Wolf's Pancakes' we will look at irreversible changes that take place when making pancakes. We will continue to use the 'Wanderlust Nature Programme', to develop the children's understanding of the world around them by exploring winter. We will look at how the season of winter changes our immediate environment and what happens to our local wildlife and plant life during the season of winter. Later on in the term, we will be looking for signs of Spring.</p> <p><b>People and Communities</b> - This term, we will learn which stories and books are special for certain people and why? We will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. The children will be given the opportunity to retell stories and respond in a variety of ways. We will also think about how we celebrate Easter and make some Easter crafts for our family.</p> <p>The children in Reception class will have weekly French sessions. During these sessions, they will learn some simple French vocabulary to help us talk about the weather and our families. We will find out how Easter is celebrated in France.</p> <p><b>Technology</b> - This term, we will explore how to use technology to create digital art and we will be learning about how to stay safe while using the internet.</p>
<p><b>Expressive Art and Design</b></p>	<p>This term, we will be asking the children to explore mixing colours and look at creating and using colours for a purpose. As the season changes, we will explore the work of David Hockney and Claude Monet and look at how they represent the seasons in their art.</p>

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	<p>We will use stories such as 'Lost and Found' and 'When will it be spring?' to influence our art work. We will observe natural objects such as ice and flowers to use for our artwork.</p> <p>We will also be doing creative activities linked to festivals and celebrations, such as making pancakes, Chinese New Year crafts and making Easter cards.</p> <p>Our drama and dance lessons will be based on stories we are reading in class such as 'We're going on a bear hunt' and 'The Gingerbread Man'.</p> <p>The children will be given plenty of opportunities to develop their imagination through role-play and small world activities linked to stories we have shared.</p> <p>We will be following the Music scheme 'Charanga' in which, this term, the children will listen and respond to a range of different genres of music and learn to sing a range of actions songs.</p>
<b>Physical Development</b>	<p>The children will continue to participate in lots of physical activities: biking climbing, running and jumping. In PE, the children will develop their basic gymnastic skills. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. They will also develop their understanding of playing games.</p> <p>Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules and how to work with a partner and begin to understand what a team is. They will be learning etiquette and sportsmanship with a focus on how to behave when winning and losing.</p> <p>The children will take part in 'Funky Fingers' sessions to help to develop their fine motor skills. We will continue to encourage the children to manage their own basic hygiene needs, including hand washing, and will extend this to managing their own clothing and fastenings such as zips on coats and buttons on cardigans and t-shirts.</p> <p>We will be taking part in regular dance lessons with Miss Kirsty linked to stories we have read in class such as 'We're going on a bear hunt'.</p>
<b>Personal, Social and Emotional Development</b>	<p>This term, we will be encouraging children to show confidence in school and will be developing their independence; encouraging them to take care of themselves and others. We will continue to celebrate children's achievements in our Class Celebration Assembly.</p>

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	<p>We will use the PSHE scheme 'Jigsaw' to support the children's personal, social and emotional development through the themes 'Dreams and Goals' and 'Healthy Me'.</p>
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